Best Practices Handbook

for Traditional Use Studies

Published under the authority of the Minister of Aboriginal Affairs
and Northern Development.

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ISBN 0-7785-2243-1

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This publication is available at no charge from:

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Edmonton, Alberta, Canada
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An electronic version of this Handbook is available at http://www.aand.gov.ab.ca/

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ACKNOWLEDGEMENTS

Many people shared the insights and knowledge they have gained from participating in traditional use studies and related activities. These individuals are identified in Appendix A. It is their experiences that are the foundation of this Handbook.

Additionally, funding support under the Western Economic Partnership Agreement contributed to the development of this Handbook. Under this Agreement, the following organizations provided funding:

- Western Economic Diversification Canada
- Alberta Aboriginal Affairs and Northern Development
- Alberta Department of Energy

Five organizations provided services for different phases of the project:

- Four Winds & Associates Inc.
- Fresh Start Limited
- Elements Network Inc. and its subcontractors
  — Royce Consulting and Tamera Services Inc.
- FinalEyes Communications
- Cockeyed Communications Graphic Design & Illustrations

Photo Credits

- Aseniwuche Winewak Nation: pages i, iv, 4-6, 15, 18, 19, 24-26, 37, 44, 55-58
- Dave Johnston: pages ii, iii, 11
- John Kristensen: pages 2, 3, 8, 9, 14, 16, 22, 28, 30, 31, 40, 46, 50, 52, 54, 59-72
- Travel Alberta: Inside back cover
- Leslie Treseder: page 36

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APPENDIX A contains a list of people who either participated directly in developing this Handbook, or who attended sessions and roundtables to discuss the development of this Handbook. 55

APPENDIX B contains two sections of background information: 59

Section 1.0 — Process overview on how this project originated and the process used to develop this Handbook.

Section 2.0 — Other issues identified during the process.

APPENDIX C presents a copy of the questionnaire template that was used for discussions with community members who shared their experiences about doing a traditional use study. 64

APPENDIX D provides additional information on Global Positioning Systems and Geographic Information Systems in relation to a traditional use study. 69

PREFACE

This Handbook provides information that is intended to be helpful to anyone who wants to learn about conducting traditional use studies. The information and best practices identified in this Handbook are based on interviews and discussions with people, communities and organizations in Alberta that have been involved in traditional use studies.

This Handbook presents what have been found to be the best practices at this time. It is recognized that the process for doing a traditional use study continues to evolve as knowledge and experiences are gained.

This Best Practices Handbook for Traditional Use Studies has been developed with respect for Aboriginal people, and with the intent of creating a valuable resource for all who read it. It is hoped this Handbook will also foster a greater understanding of the variety of issues and perspectives on traditional use studies.

This Handbook is not a government policy, nor does it represent a government position on this matter. This Handbook is intended to provide information and is not regulatory in any way. It does not affect the rights and privileges of anyone.

Using This Handbook

Example: A best practice for...

The term "best practice" refers to a shared perspective on what works well. In this Handbook, best practices are based on the various experiences and perspectives of those who have been involved in traditional use studies.

For ease of use, the best practices have been highlighted on the side of the page to help the reader find them more quickly. An example of this is given at left.

1.0
INTRODUCTION

1.1
What Is A Traditional Use Study?

Over the past several years, Aboriginal communities in Alberta and other regions of Canada have been recording and mapping aspects of their history and culture. This work has been given various names including: traditional land use study (TLUS), traditional knowledge and land use study (TKLUS), traditional land use and occupancy study (TLUOS), and traditional use study (TUS). These studies may cover a community's entire area of traditional use, or may focus on a specific area of concern or interest, depending on why the study was undertaken.

This Handbook uses the term "traditional use study" to mean a project that is designed to capture and record patterns of traditional use by Aboriginal communities. Community participants expressed a desire to have the community define traditional use relative to their project. Generally, three main types of data collection characterize a traditional use study:

- interviews and discussions with Elders and custodians of knowledge.
- Historical and other types of research.
- Mapping and recording of traditional uses, including sites and activities.

Although this Handbook focuses mainly on larger, more comprehensive studies, much of the information is also useful for smaller projects that have a narrower focus.

1.1.1
What Studies Might Be Done By Industry?

Resource developers in Alberta may voluntarily undertake, or be required to undertake, studies in connection with projects such as pipeline right-of-ways and oil sands plants. These can include socio-economic impact assessments, cultural resource management studies, or archaeological assessments. In Alberta, the last two kinds of studies are known as Historical Resources Impact Assessments. The Minister of Alberta Community Development can require

that a developer undertake archaeological, paleontological or historical studies to determine what impact a development project will have on historical resources.

Occasionally these historical resources, such as historic trails or trappers' cabins, overlap with locations that would be identified in a traditional use study. However, many items of concern in a traditional use study are not historical resources as defined in the *Historical Resources Act of Alberta*.

In some cases, studies by industry may be conducted within the short time frames the company has set for development. Resource development companies often undertake a short version of a traditional use study. This information is then used as part of an environmental impact assessment or EIA.

When studies conducted by resource developers impact Aboriginal communities, it may be useful for companies to collaborate with the community. Working together on project-specific traditional use studies can ensure that the study is consistent with the needs of the community. Project specific studies can provide information for the community's broader traditional use study.

1.2

How Many Communities In Alberta Have Undertaken A Traditional Use Study?

It appears that the first traditional use study undertaken in Alberta was completed in 1982, with several more studies initiated in the early 1990s. Over time, technological advances impacted the sophistication of traditional use studies. The studies of the mid-1990s reflect the use of computers and Global Positioning Systems.

To date, approximately 15 Aboriginal communities in Alberta have undertaken some type of traditional use study. Twelve communities have completed or partially completed traditional use studies and three have studies in progress.

Traditional use studies have evolved to reflect community control of the study and have emphasized training Aboriginal people to undertake all aspects of the study. Additionally, some communities are undertaking a series of smaller individual studies conducted over a longer period of time. In this way, a community can do a phased traditional use study and focus on areas of immediate interest.

1.3 What Does A Traditional Use Study Contain?

Although traditional use studies are community-specific, there are some similar components that they share. The type of traditional use study described in this Handbook typically has three phases. Each phase has several steps or activities from the start-up stage, where the need for a study is identified, through to completing the study. The individual steps for each phase are outlined below:

Phase 1 – Planning the traditional use study

- Identify the need for a traditional use study.
- Determine who will be responsible for the study.
- Inform the community and develop community support for the study.
- Decide how the traditional use study will be managed.
- Develop a budget, identify project supporters and obtain funding.

Phase 2 – Conducting the traditional use study

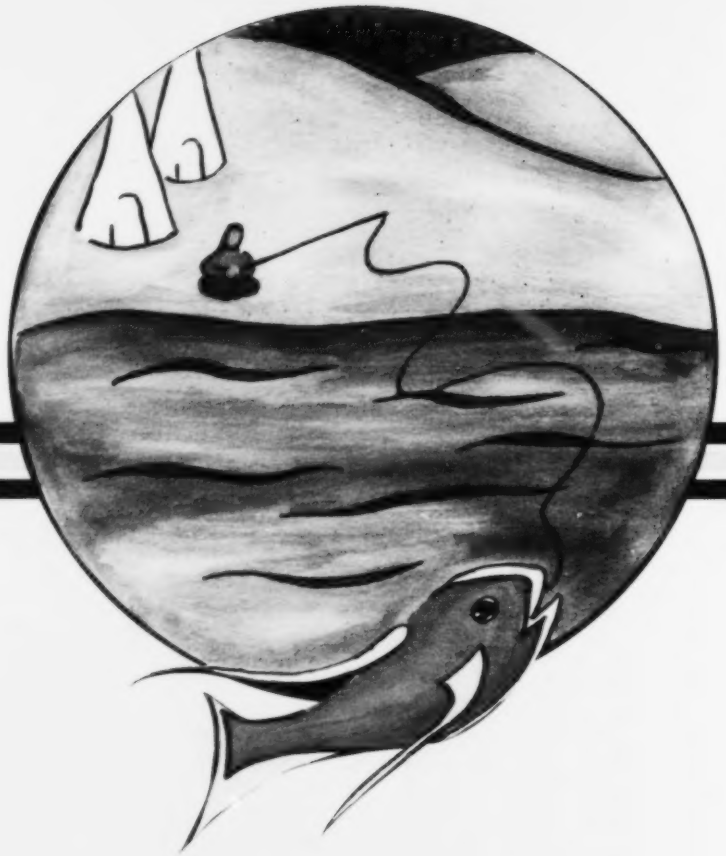
- Select and train interviewers, researchers and mapping technicians.
- Inform Elders and custodians of knowledge about the study.
- Conduct the interviews.
- Undertake research.
- Map the information obtained through the interviews.
- Utilize databases.

Phase 3 – Using the traditional use study

- Establish the value of the study.
- Share information with appropriate stakeholders.
- Apply results to activities of interest to the community.
- Create a living document that is frequently updated.

1.4
Who Are Custodians Of Knowledge?

Elders and custodians of knowledge are referred to throughout this Handbook. Most traditional use studies focus on the traditional knowledge of Elders. In some cases however, traditional knowledge has been passed on to a new generation—the custodians of knowledge. For this reason, researchers may need to focus on the community-sanctioned sources of traditional knowledge whether they are Elders or custodians of knowledge.



2.0

PLANNING THE TRADITIONAL USE STUDY

2.1
Why Undertake A Traditional Use Study?

When planning a traditional use study it is important to consider why a study is being done. In discussions with communities, common reasons for undertaking a traditional use study were identified.

The rapid expansion of resource development activities that are disturbing the land was indicated as being a key reason for doing a traditional use study. In this context, communities felt that traditional use studies helped to:

- *Educate industry and other users of the land about Aboriginal dependence on the land and resources.*
- *Provide a mechanism for input into managing the natural resources.*

Additionally, there is concern that the current generation of Elders is growing older, and that it is very important to capture their knowledge while there is still time to do so. Many community members observed that:

- *Time is of the essence; our Elders are not getting any younger and many are dying.*

Communities also found that traditional use studies could:

- *Create a new sense of value for Elders.*
- *Enhance the potential for creating the next generation of Elders.*

These reasons have created a sense of urgency within many communities to conduct traditional use studies.

A traditional use study may also serve as a community development tool by giving the community an understanding of its unique history—of "where we come from." In discussions with communities, traditional use studies were found to assist in:

- *Continuing the oral history tradition.*
- *Preserving a way of life to pass on to the younger generation.*
- *Preserving traditional environmental knowledge and the bush economy.*

Traditional use studies can help a community develop a sense of purpose, establish a feeling of deep pride, and even help to promote spiritual and emotional growth. In discussions with communities, many commented on their personal growth during the traditional use study. Overall, the general feeling was:

❖ *We have learned more about our history and culture during the traditional use study interviews than from any other forum.*

The pace of resource development, aging Elders and community development initiatives are factors to consider in deciding to conduct a traditional use study. Additionally, considering and anticipating the specific needs of the community is important.

In summary, communities may want to undertake a traditional use study for the following reasons:

Undertake a traditional use study for the purpose of addressing what is important to the community.

- Understand and share community knowledge as a way to educate youth, the community, industry and Canadian society as a whole.
- Document oral history before further knowledge is lost.
- Identify traditional cultural practices.
- Sustain the culture and identity of the community.
- Determine shared areas of traditional use among communities.
- Develop baseline data so that changes to the land and environment, as a result of resource development, can be measured.
- Improve industry's awareness of the impacts development can have on traditional uses.
- Create historical evidence to support claims, compensation processes, negotiations and participation in resource management.

Caution: Communities undertaking traditional use studies for the purposes of land claims and other judicial processes should obtain expert legal advice. Consideration needs to be given to the rules of evidence, and how the information from a traditional use study should be obtained and validated.

2.2
Who Should Be Responsible For The Traditional Use Study?

Once the need for a traditional use study has been determined, the community should decide who will have overall responsibility for the project. Discussions with communities revealed that there are several different approaches to consider.

A key group within the community could take responsibility for the study, or a subcommittee could be formed of key people appointed by the leadership of the community. The support and guidance of community leadership is important for access to Elders and custodians of knowledge and will help to maintain momentum over the extended time period typical of a traditional use study.

The role and activities of this key group could include:

- Hiring, advising and guiding the project manager who is responsible for the day-to-day management of the traditional use study (see Section 2.4).
- Working with the project manager to set clear and realistic goals for the study.
- Helping the project manager and team members to find solutions to problems.
- Responding to regular project reporting from the study team about progress, schedules, emerging issues and financial considerations.
- Developing a process to ensure the project manager and team members expend funds according to the budget.
- Administering funds with full accountability to the community for how the money is spent.
- Communicating frequently with the community and those who are providing the financial support regarding the goals and value of the study as well as its progress.
- Arranging funding and co-operative partnerships.
- Facilitating the community's participation.

It is generally helpful if the key group has an agreed-upon decision-making process, including a plan to implement decisions, and a way to resolve conflict.

The overall responsibility for a traditional use study rests with a key group that is recognized and supported by the community.

In some cases, a company with an interest in gaining access to the land may have initiated and taken responsibility for the traditional use study, or may have had a strong influence on how the study was managed. These studies are usually limited to the company's specific area of interest and to specific uses and sites that their activities might impact.

Consultants may be hired by companies to take responsibility for the study. In some cases, this approach may leave the community feeling they have little ownership and control of the study, and can result in poor project support. In turn, this limits the results and may negatively affect the success of the traditional use study.

When a company has initiated a traditional use study, a key group from within the community could still be formed to provide direction and to ensure that the study meets the needs of the community.

2.3
How Is Community Support And Awareness Developed For A Traditional Use Study?

After determining the need for a study, and how the responsibilities for the study will be handled, the project should be discussed with the community before any further action is taken.

Understanding community protocols, and working within these protocols, is key to gathering support for a traditional use study. Most discussions with communities revealed that this phase of their traditional use studies was largely ineffective. This is an important step, and if it is overlooked or done poorly the community may not give its full support and co-operation. A variety of communication approaches should be considered, and each community will differ in the approach that will be most meaningful to its members.

An important part of a communication strategy is the development of a clear and concise message. This message could focus on the need for a traditional use study, the value the study will have for the community and the various ways the results of the study may be used.

Discussions with communities revealed the following purposes and benefits of a traditional use study:

- *It will be used for long-term community planning.*
- *It helps to preserve Aboriginal culture and history.*
- *The study is for the whole community.*
- *It is for education and teaching the youth.*
- *It helps to preserve the community's way of life.*
- *More knowledge of the traditions is gained.*
- *It assists in dealing with the other interests that want access to the land.*
- *Each person's particular interest in the land needs to be voiced.*

The communication strategy should also address the goals of the study and present them as realistic and achievable. There may also be a need to reassure community members that the knowledge gathered through the study will be protected in the best interests of the community, and that confidentiality will be respected.

Communication could occur through radio advertising, public notices in local papers, public notice boards, public meetings, leadership meetings, mail-outs of brochures, word of mouth, phone calls, school presentations, announcements at community events, Aboriginal radio slots and other methods acceptable to the community.

A good communications strategy may also need to identify key people and groups within the community, and direct information to them. These people may be the ones who are needed to spread the word or participate in the study, such as custodians of knowledge and Elders. Another key audience would be individuals whose influence is significant and whose support is critical.

Utilize all available means to inform community members about the traditional use study and why it is being done.

After initially sharing information about the traditional use study with the community, additional communication may be necessary to keep the members informed.

- *There is a need for interviewers and other members of the project team to regularly share information and update the community and other interested people to maintain awareness and support.*

These messages should be clear and concise as well. They could include information on those who are participating, costs at various stages of the study and regular progress reports.

2.4
How Should The Day-To-Day Management Be Handled?

Once the decision has been made about who will have overall responsibility for the study, and community support has been gathered, attention needs to be given to selecting an approach for the day-to-day project management.

In discussions with communities, planned project management was identified as an important component:

- *Expectations need to be realistic and the project needs to be well managed. Very high expectations can result in disappointment and disillusionment if the project is not well managed through to the results stage.*
- *The study should be effectively and efficiently managed so that top value is received for the money spent.*

There are several methods that have been used in the past. In some cases, the community and band employees, such as the business manager or the administrator, have managed the study. In one example, the community government structure has an environmental division whose staff are managing the traditional use study. Where

possible, utilizing the strengths found in the community is a favourable approach to project management.

If project management skills or abilities are limited within the community, the project may need to be managed by an outside contractor. Consultants or academic institutes have also been used for the day-to-day management of traditional use studies.

A community can develop the capacity to manage its own traditional use study by using a qualified individual. In this case, one of the deliverables stated in the contract could be to transfer the skills and information needed to manage the study to an assistant project manager selected from the community. The contractor may not need to be on the project full time, but would have an ongoing role of coaching and advising the project manager, perhaps for several days each month.

Day-to-day project management is generally more effective when the abilities and skills that exist within the community are utilized.

The role and activities of the project manager or those involved in the day-to-day management of the traditional use study could include:

- Providing regular project reporting to the key group.
- Preparing and implementing a communication strategy.
- Hiring, training and supervising project staff.
- Working with the key group responsible for the study to develop goals for the study and to find solutions to any problems that may arise.
- Developing a budget for the traditional use study.
- Participating in conducting the study.

The day-to-day project manager should also have good interpersonal or "people skills" owing to the cultural and interactive aspects of a traditional use study.

2.5
How Are Budgets Developed, Sources Of Funding Identified And Monies Obtained?

In discussions with communities, budgeting and financing a traditional use study were identified as areas of utmost concern. All communities that had a traditional use study under way considered it to be under-funded. In some instances, the goals for the original study had been expanded without an increase in the accompanying funds.

❖ *Budgets need to be realistic to achieve the desired objectives. In some cases, the goals may need to be modified so they can be met within the funds that are available.*

Some successful traditional use studies were undertaken by a group of two or more neighbouring Aboriginal communities. In these cases, they shared similar traditional use areas and had some similar interests or motivations for conducting a study. As well, there seemed to be more efficiency in attracting funding and allocating resources for conducting a traditional use study if communities worked together.

2.5.1
How Is An Accurate Budget Developed?

In order to develop an accurate budget, the key group responsible for the study and the project manager should have a clear understanding of three things:

- The scope and objectives of the traditional use study.
- The schedule or timeframe of the study.
- The resources needed to meet the goals of the project.

Having some preliminary discussions with those who may be interviewed, as well as doing some initial historical or archival research at this stage, may help to determine the amount of work required to conduct the study. This will help in establishing an accurate budget.

In some cases, seed financing may be needed so that a plan and budget for conducting the traditional use study can be developed.

Discussions with communities revealed that there are important items to budget for.

❖ *Some aspects of the field mapping and verification can be very expensive, such as use of a helicopter.*

The following are elements to consider in the budget for a traditional use study:

- Determine the number of community members to be interviewed and allocate several sessions of interview time for each interviewee.
- Plan for training, mentoring, and other development time and costs for interviewers, researchers and mapping technicians.
- Plan for the time and costs of having Elders, custodians of knowledge, interviewers, researchers and mapping technicians visit sites.
- Plan to provide regular updates about the traditional use study for all the principal people involved.
- Plan for transportation costs.
- Include costs for gifts such as blankets and tobacco.
- Calculate the cost of retrieving archival information.
- Plan management and administrative time and effort.
- Include the costs of office supplies, maps and equipment such as cameras, tape recorders and video cameras.
- Include any anticipated consultant time and expenses.
- Include reasonable expenses that may be incurred by the team members, such as meals, gas and mileage.
- Include report and mapping reproduction or photocopying costs.
- Include Geographic Information System (GIS) costs, if applicable.
- Plan for the costs of translators.
- Estimate contingency costs for unexpected changes in tasks and schedules.

Preparing an accurate budget requires agreed-upon objectives for the study and a specific plan for conducting the study.

Keeping a specific traditional use study accounting ledger can help keep budgeting and financing organized.

Costs for a traditional use study are dependent on the area of land, the number of people and communities involved, along with both the amount of time and effort required to collect the data. The costs for studies conducted in Alberta appear to have ranged from $100,000 to $160,000.

2.5.2 How Are Project Funding Supporters Identified?

Once the budget is developed, along with a project plan, the next step is to identify who will help fund the traditional use study. Adequate funding is very important to the success of a traditional use study.

- *The study should be fully funded in order to meet expectations.*

Develop a funding partnership or alliance with those that may have an interest in the area or the goals of the traditional use study.

While a community may be able to pay for a traditional use study, in most cases, partnerships have been developed to help with the costs. To develop partners, potential supporters should be identified and approached. One question to ask is: who else has an interest in the area or some aspects of the proposed study and goals? This may be neighbouring Aboriginal communities, academic institutes, resource development companies, government departments or special interest groups such as environmental organizations. Non-profit agencies with a focus on training, employment, capacity building, or health and wellness could all potentially have an interest in providing some funding towards a traditional use study.

Discussions with communities revealed some consistent points regarding who should help fund traditional use studies:

- *For resource development projects, the project company should be paying for it.*
- *The government should be funding these studies. The government is seen by community members as the legal custodians of the land and should be ensuring traditional use can be sustained. Other jurisdictions are funding studies as part of their role regarding Aboriginal communities.*
- *The Aboriginal community should also contribute to the funding.*

If the community leads the study, funding a portion of the project can help attract other funding sources and demonstrate the community's commitment to the study.

Where studies were initiated by industry, the perspective of communities was that the knowledge of the communities is a valuable asset and should be considered a valuable contribution. Communities felt that they should not be expected to contribute money to an industry-initiated study.

2.5.3 How Is The Money Obtained?

The next step is to actually obtain the money or in-kind contributions to conduct the traditional use study. Before approaching potential partners there is some additional work that can improve the likelihood of securing funding.

Preparing a clear and concise funding proposal that focuses on the goals of the traditional use study will help potential supporters get a general sense of the project. The funding proposal should also have a schedule and budget summary that includes timing and a breakdown of labour, expenses, transportation, equipment and reproduction costs. Any key areas of expense where contributions in-kind are possible should also be included in the budget.

Develop a funding proposal, learn about the potential supporter's decision-making process and make a plan to approach potential supporters.

Where possible, tailoring the proposal to the interests of potential supporters can be beneficial. This requires learning about the institutions, companies and other potential supporters you intend to discuss funding assistance with.

The following ideas and tasks will assist communities in obtaining financial support for their traditional use study:

- Have a suggested funding amount for the potential supporter rather than asking them, "How much can you contribute?"
- Anticipate that funding supporters may want progress updates on the project, and the opportunity to provide advice and insights. Planning for this can strengthen the proposal.
- Identify to potential supporters who else is participating and how much they are contributing. As supporters commit to the project, their permission needs to be obtained to add their name and contribution amount to the funding proposal.
- Utilize contacts that community members may have with potential funding organizations. These contacts may be able to provide advice on the best way to approach their organization.
- Prepare to make several requests for funding as there are often two or three levels of decision-makers involved in approving grants.
- Have alternative supporters in mind if the initial ones are unable or unwilling to participate.
- Ensure there is a clear understanding between parties about what conditions, if any, will go along with receiving financial support.

Once funding is received or commitments to funding are made, work can begin on conducting the traditional use study.

3.0
CONDUCTING THE TRADITIONAL USE STUDY

3.1
What Are Some Things To Look For When Selecting People To Conduct The Traditional Use Study?

Interviewing, conducting research and mapping are the key activities that are undertaken in a traditional use study. In discussions with communities, it was emphasized how important it was for the people conducting the traditional use study to have the right skills. Some communities had used individuals who did not read or write. This caused difficulties and, therefore, some people mentioned the importance of using educated people for this work.

Communities also stressed the importance of good training before work begins on the study.

Communities that did not do much training strongly supported and emphasized the importance of this aspect. The communities that took the time to have effective training felt the results were worthwhile. Overall, training was seen as contributing to the project's success.

Look for researchers, interviewers and mapping technicians with the right skills and provide them with the training and support necessary to successfully conduct the traditional use study.

3.1.1
What Skills Do Interviewers Need?

Selecting appropriate individuals to conduct the interview portion of a traditional use study is very important. The interviewers will require specific skills so that they can communicate effectively with Elders and custodians of knowledge.

- *Use easily understood everyday language. If possible, use someone who speaks the Aboriginal language.*
- *Be aware that people have different backgrounds and cultural experiences. Know what is expected and keep the goal of the interview in mind.*

When selecting interviewers, look for individuals that have the following qualities and skills:

- Fluent in both the Aboriginal language of the community and in English.
- Good listeners, patient and objective.
- Respectful of Elders and other custodians of knowledge.
- Sensitive to cultural and social differences.
- Respectful of varying perspectives from different generations and upbringings.
- Experienced "in the bush" and know some of the history and values that are associated with the land.

In some cases, using a qualified person or consultant to train interviewers is a good approach. A combination of instruction, practice and rehearsal time may be the most effective approach in training, along with follow-up and feedback from observations on the job.

It is important that interviewers be sensitive and that they understand the protocols that need to be followed within communities when conducting traditional use studies. This applies to political and cultural protocols around decision-making, interaction between people, and the type of behaviour that will be expected. These protocols may differ from one community to the next.

3.1.2 What Skills Do Researchers Need?

A comprehensive traditional use study will likely require some research into archival or historical documents.

❖ *Conduct archival research. This will help to ensure that valuable resources are allocated where they are most needed and information gaps are identified.*

Researchers gather, review and analyse information on traditional use from a wide range of sources. These sources may include traditional use studies completed for neighbouring communities, published and unpublished historical documents or information in provincial and national archives.

Successful archival researchers generally have the following skills and attributes:

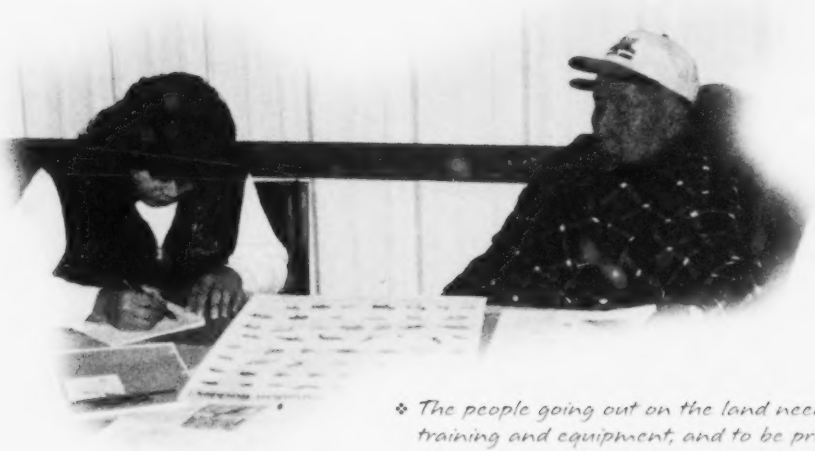
- Experience with provincial and national archives.
- Knowledge of traditional uses.
- Familiarity with sources of information and the skill to expertly locate and select appropriate materials.
- Patience and persistence.
- Analytical capabilities.
- Strong comprehension and organizational skills.
- Effective writing abilities.

Archival researchers will have to interact with interviewers and mapping technicians, thus, they should also have strong interpersonal and communication skills.

3.1.3 What Skills Do Mapping Technicians Need?

Mapping or Global Positioning System (GPS) technicians should have a broad range of skills that include technical abilities and strong interpersonal skills. It is important that mapping technicians are aware of the sensitivities and protocols surrounding the mapping of traditional uses.

In most cases, the skills needed to use a GPS unit can be developed through training sessions. In some cases, training an interviewer to also use a GPS unit can be an efficient way of collecting data. Training should focus both on the technical aspects of using a GPS unit and on preparation for the type of work involved when conducting a traditional use study.



- *The people going out on the land need the proper training and equipment, and to be prepared for the hazards of the season, such as weather and mosquitoes.*

When selecting mapping technicians for training look for individuals who are comfortable with technology, have some experience with map usage in the field and who easily relate to other people.

3.2
What Should Be Considered At The Interview Stage Of The Traditional Use Study?

There are many important components to consider at the interview stage of a traditional use study. In many of the discussions with communities, the importance of knowing how to inform Elders and custodians of knowledge about the purpose of the interview and the traditional use study was emphasized.

- *How Elders are approached is critical. Be patient – several visits will likely be needed.*

In many cases, interviewers also need to answer questions about the use and control of the information gathered during the study.

Once the concerns of Elders and custodians of knowledge are addressed and they agree to participate in the study, the interviewer will need to conduct the interviews and skillfully uncover valuable information.

3.2.1
How Are Interviews Conducted?

The success of the interview is an important factor in the quality of the results of a traditional use study. The wisdom of Elders and custodians of knowledge is the foundation of a traditional use study. In many of the discussions with communities the importance of positively interacting with Elders was emphasized.

- *Let the Elder proceed at his or her own pace. Use proper protocol and respect. Give gifts where appropriate. Do not be aggressive or abrupt.*

In order to create consistency and comparability of interview data, the project team and interviewers may develop a questionnaire and use it as a template. The template can be very detailed and used in a structured interview process where the interviewers follow a script. The template can also be used as a general guide to capture key data. In this case, the interview process follows a semi-structured format where the interviewer has more freedom in investigating information not covered by the template. For example, the interviewer can request more information based on the clues provided by the Elder.

In discussions with communities, a number of ideas came forward about effective interview methods. As an example, and where the budget permitted, some traditional use studies had interviewers and mapping technicians meet with Elders and other custodians of knowledge in a traditional use setting, such as a hunting camp. Being in a familiar setting can trigger memories about the activities and knowledge associated with a specific location.

Using visual aids during an interview was another successful method identified in discussions with communities. In some cases, Elders may not be able to read or write, or they may not be familiar with the English words for plants and animals. Visual aids such as books or photographs can help the person being interviewed to identify animals, plants and fish and also helps the

When interviewing, spending time in the field with Elders and other custodians of knowledge can help them to remember important information.

interviewer and mapping technician identify where species are on a map. For example, if the person being interviewed doesn't know the name for a variety of a plant, he or she can point to a picture of the plant and the interviewer can note what is being referred to.

In discussions with communities, setting up a display area was also found to be a useful way to stimulate conversations as part of the interview. If sites have been photographed, the photos will provide a visual record that captures the condition or state of the site at that moment. This may help generate the sharing of knowledge about how things were in the past. Maps that have been developed for a traditional use study can also be displayed. These could show where sites have been visited and identified in other interviews. Such displays are a visual reminder, and are often a good way to generate additional interest and information from custodians of knowledge and Elders.

Another interview method mentioned in discussions with communities involved tape-recording or videotaping the interviews. This allowed the interviews to be listened to as many times as necessary so that all the information revealed in the interview could be captured. Having a tape of an interview is also a good way of adding credibility to the traditional use study. It is very important that the person being interviewed is told they are being recorded and that they approve of this.

In some cases one interview will be enough; however, information may be revealed that will require a follow-up interview.

- *It may take several visits to gather the necessary information from one source.*

When conducting an interview, consideration should also be given to producing a written record of the Global Positioning System (GPS) site recordings for each location of traditional use. Each GPS recording should have a backup written record. This will assist with mapping the interviews.

Another aspect of interviewing relates to the emerging use of consent forms. The forms can address agreement on intellectual property ownership, photo releases, confidentiality agreements and approval to use the information in specified ways. Consent forms assure Elders and custodians of knowledge that their information will be protected and used in ways they agree with. Consent forms should be stored and catalogued as they can clarify misunderstandings or provide direction to users or owners of the information many years after the collection of the data. If using consent forms, try to make them clear, concise and easy to understand.

For more information on interview techniques and suggested questions for the interview template, see Chapter 6, pages 18-31 of *A Guide to Conducting a Traditional Knowledge and Land Use Study* by T. Garvin, S. Nelson, E. Ellehoj and B. Redmond, published by the Canadian Forest Service in 2001.

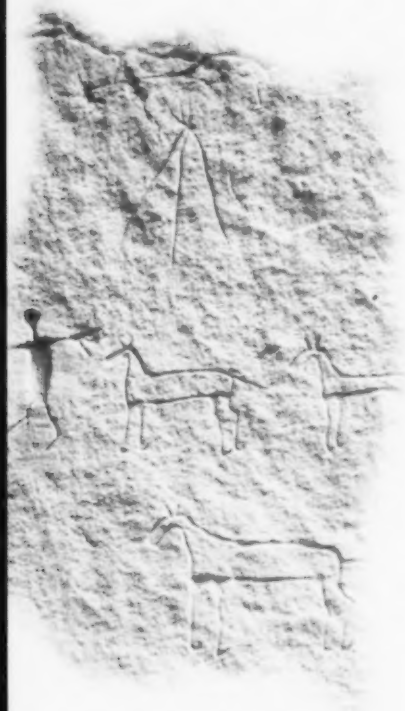
How communities intend to map the information captured in an interview should also be considered.

3.3 Why Is Research Important?

If you are reading this Handbook you are conducting research. Specifically, you may be researching how to do a traditional use study or what studies have already been done in Alberta.

Although comments from communities did not place a large emphasis on it, research, in addition to interviews, will add value to a traditional use study. In community research projects, the interviews are normally considered primary research and the research into other sources, such as this Handbook, is considered secondary research. Using a diverse range of sources and research approaches can add credibility to the study.

To add value and credibility to a traditional use study consider conducting secondary research in addition to interviews.



3.3.1
What Kind Of Research Should Be Conducted?

Research can focus on many areas. Communities may be interested in how to do a traditional use study and can research what various publications have to say and what experiences other communities have had. Researching specific components of a traditional use study may also reveal important tips. For example, investigating different interview templates could allow researchers to build a sound interview tool that is based on the needs of the community and uses proven methods of interviewing.

Communities may also be interested in supplementing information received from interviews with data from other sources. In some cases, neighbouring communities may have conducted a traditional use study that they are willing to share. Researchers may want to analyse other traditional use studies for information that may be relevant to their community.

Archival research is another area to consider. The information gathered from archival sources can complement the interviews. Archives, such as the National Archives of Canada, and other provincial and academic collections are rich sources of information about the past.

The National Archives of Canada has developed a website where some information can be searched electronically (http://www.archives.ca). On this website there is an online research tool called ArchiviaNet with specific links to information about Aboriginal peoples including historic records relating to Indian Affairs (RG10 inventory).

The Hudson Bay Company records are also a valuable source to consider. They have trading post records that often relate to a specific Aboriginal community and may reveal the Aboriginal population at a certain time, information about trapping and fur returns, and may contain some hand-drawn maps. Further information about the Hudson Bay Company records can be found at http://www.gov.mb.ca/chc/archives/hbca/index.html

The Archives Network of Alberta also has a database of records held in archives in Alberta. This database can be searched at http://www.archivesalberta.org/home.htm

Researching work that has already been completed can be of value. There are a variety of statistical publications that can help with comparing information from the past to current information. For example, if a component of a traditional use study examined trapping activities, the amount of activity revealed through interviews and archival research could be compared with provincial trapping activities.

When research into secondary sources is undertaken, it is often useful to develop a bibliography or literature review. The bibliography should identify all of the sources that were used as part of the traditional use study and, if a literature review is undertaken, a summary of the sources should be provided. By keeping track of the sources that have been reviewed as part of the study, the researcher is easily able to return to the sources for specific information at key points. For example, if a researcher found an article on transcribing interviews but was not at the interview stage of the study, adding the article to the literature review could allow the researcher to easily go back to this source at the appropriate time.

Research can be a very exciting part of a traditional use study but it is easy to get overwhelmed or distracted by the quantity of information. Thus, researchers may also want to spend time considering research techniques. Research into different types of data management systems may help to determine an effective way to keep information organized and easily accessible.

For more information on research practices see *Community Based Research: A Handbook for Native Americans* by Susan Guyette, published by the American Indian Studies Center, University of California, Los Angeles in 1983.

3.4
What Is Mapping?

In the context of a traditional use study, mapping is a process that captures information obtained in interviews and research in a way that can be seen.

A good understanding is needed of the system or systems that will be used to store all the information from the traditional use study. Usually some form of a Geographic Information System or GIS is used. If the type of GIS is known ahead of time, arrangements can be made to ensure the information and data that is collected will be compatible and easily transferred to the system. Additional information on GIS and GPS is provided in Appendix D.

3.4.1
Why Map A Traditional Use Study?

Base the decision about the kinds of maps that will be created on their intended uses.

A large portion of the information collected during a traditional use study has a spatial component to it. This means that the information or data gathered relates to a specific location or area on the ground. If an historical event occurred, it likely had a physical location. It may have occurred in a single place such as a campsite, or it may have occurred over a broader region such as a trail where a hunting expedition took place.

Mapping is done for the following reasons:

- Recording traditional uses on a map.
- Identifying the boundaries of a traditional use study area.
- Illustrating the relationship between different features of the landscape, events or traditional and non-traditional knowledge. These could include wildlife habitats, trails, roads, rivers, medicinal plants and trapping cabins.
- Identifying sensitive areas such as gravesites, traplines, spiritually significant areas, plant resources and ecologically sensitive areas so they can be protected.
- Providing a planning tool for use in discussions with resource developers, governments and other Aboriginal communities.

- Providing a document that will assist in land claims, resource management issues, regulatory decisions and litigation.
- Assisting in education processes pertaining to traditional use.

Knowing what specific uses the maps are intended for will help to determine what kind of maps to create.

3.4.2 What Kinds Of Maps Can Be Created?

Maps come in all sizes, colours and shapes and can be created on paper or plastic, or on a computer program. Other maps may be three-dimensional and constructed out of plaster, wood, metal or other materials. Maps can be constructed using a variety of methods including hand drawings and through sophisticated GIS systems.

It is common practice to use an existing map as a starting point from which to create your own map. To save time and money, additional information or data is added to an existing map or a "base" map. It is important to select a base map with pre-existing information that complements the study data.

A wide range of commercial base maps are available. When selecting a base map, consideration should be given to the type of information important for comparison and analyses. For example, some communities may see value in topographic maps that show the contours of the physical land in the study area, as well as rivers, streams and lakes. Other communities may prefer forest cover maps that show vegetation or maps that illustrate infrastructure such as roads and right-of-ways.

There are a number of factors to consider when choosing a base map or creating a new map. These include:

- The intended use of the maps.
- The ease of use for community members, and other users of the maps.
- The amount of data, and the detail of the data, that will be added to the maps.

Consider what data will be mapped, what the maps will be used for and what budget constraints exist when choosing the kind of maps that will be created.

- The type of maps desired, such as paper or electronic.
- The number of maps that will be produced.
- The resources needed to produce, maintain and distribute the maps.
- Whether the maps will eventually be integrated with other maps or data systems.
- The appearance of the data such as the use of representative symbols or icons.
- The budget available to add data to the maps.

Maps that are intended for publication in a traditional use study book or document tend to be simple or basic maps that show a small amount of information. If too much information is displayed on one map, it looks cluttered and is often difficult to interpret. Larger, more detailed maps can be effectively included in a book as a folded document placed in a map pouch. A map pouch is usually a plastic sleeve that holds and protects the folded map. One drawback to placing large folded maps in books is that the map can be removed from the book and may not be replaced. In some cases, it may be more useful to publish the maps together in a stand-alone document.

Consider the detail of information to be captured on a map. Usually map scales of 1:250,000 to 1:50,000 are used for traditional use studies.

3.4.3 What Is The Significance Of The Scale Of A Map?

The scale of a map is the relationship of the distance between two points on a map and the same two points on the actual ground. It is normally expressed as a ratio such as 1:50,000. For example, on a 1:50,000 map, one (1) inch on the map is equivalent to 50,000 inches on the ground, or just under a mile.

The size of the area being studied helps to determine the scale of map that should be used. The amount of money that is available to produce the map and what it will be used for are also decisive factors in selecting the scale. In most cases, map scales from 1:250,000 to 1:50,000 are used for traditional use studies. Different scales may be desired if there are a large number and variety of details to

be illustrated. However, producing high-scale or extensively detailed maps can be extremely expensive.

NOTE: The following shows the differences in scale for a provincial park.

1:250,000 1:50,000

— Source: Alberta Department of Energy

One community stated that a map size of 1:50,000 seemed to be good for identifying sites such as graves, trails, berries and cabins. It was fairly easy for an Elder to show these sites on that scale of map to the interviewers.

3.4.4 What Should Be Mapped?

Some communities may be interested in a comprehensive study that maps current land uses along with historic land uses. Other communities may want a narrower approach, perhaps focusing on identifying sites for use in discussions with resource developers. For this approach, sites needing protection such as gravesites and traplines may be identified.

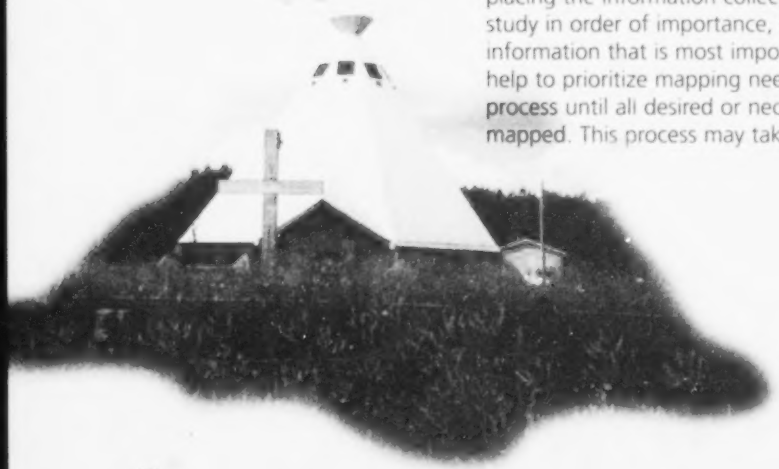
Features that change over time can be mapped to show trends or to identify future actions or activities relating to those changes. For example, a map might be created showing both the historical and current locations and uses of traplines, along with the capacity of the land to sustain trapping for a specific animal. Once all the information about traplines is mapped, valuable information can be obtained by comparing the differences in locations and uses.

When deciding what to map, consider the importance of specific sites and the capacity of the lands to support traditional uses.

Mapping can also focus on the capacity of the land to support a number of traditional uses that may not be site-specific. Hunting and berry picking are examples of traditional uses that may occur at different places. Mapping these types of traditional uses requires knowledge of habitat and ecosystem interrelationships in the study areas. In many cases, Elders and custodians of knowledge, particularly those still practising the activity, may be aware of the habitat relationships and changes and can provide insight on the capacity of the land to sustain specific uses over the long term.

The location of specific features, including features or items that Elders and other custodians of knowledge remember, can be mapped even though they no longer exist. This can assist younger generations to locate places and activities in the future.

In discussions with communities, it was suggested that placing the information collected during the traditional use study in order of importance, beginning with the information that is most important to the community, can help to prioritize mapping needs. Continue with the process until all desired or necessary information is mapped. This process may take several years.



3.4.5
When Are Handmade Maps Appropriate?

If there are not enough funds available to produce computerized maps, traditional use sites can be marked on existing paper maps, such as highway maps and forestry maps. This will still provide a permanent record of where some aspect of traditional use occurred in a community. As mentioned previously, many communities are concerned about capturing the wisdom of Elders before they pass away. Some of this wisdom can easily be captured on a paper map, and the information can be entered into a Geographic Information System (GIS) program at a later date. The advantage of this method is that it allows limited financing to be concentrated on capturing and recording quality traditional use data.

If a Global Positioning System (GPS) is used, the electronic data can be written on the GPS log form. From the log form, the location of the particular site can then be plotted onto a paper map.

GPS Log Form

Date____Position_____
Comment:_____
Map Code_____Route#_____
Latitude:
Longitude:
Altitude:
# of satellites ( ) Average (__m)
Distance to Home Base_____
Notes:_____Signature____

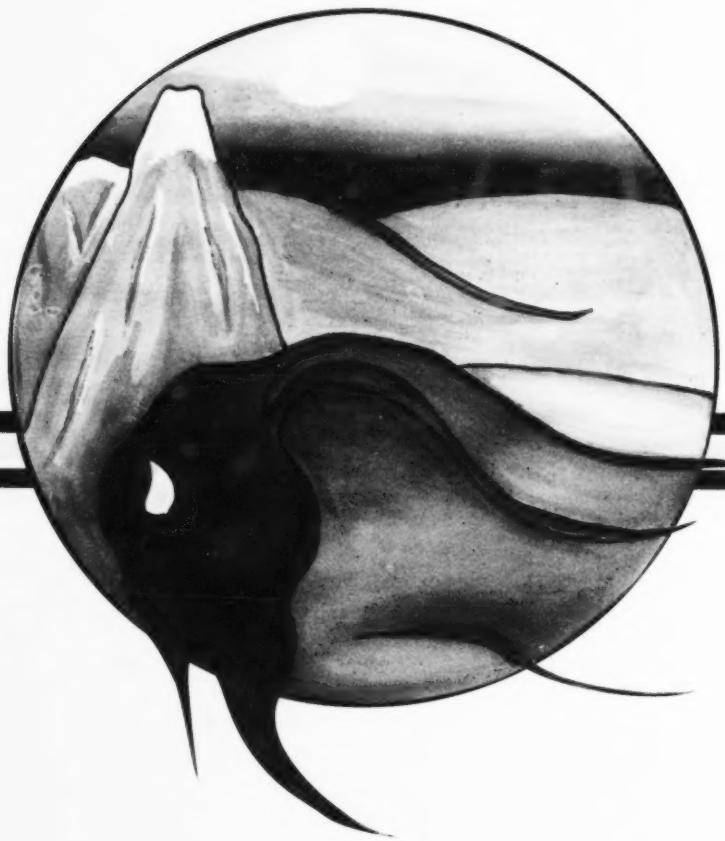
— Source: Terry Garvin

The main drawback to paper mapping is the amount of effort that will likely be required to transfer the information to an electronic format for use in a GIS. Comparing different data sets, such as resource development information and hunting, fishing and trapping sites, may be very difficult if only paper maps are available. In addition, paper maps cannot be shared as easily with others at a distance, as compared to computerized maps that can be electronically transferred over the Internet.

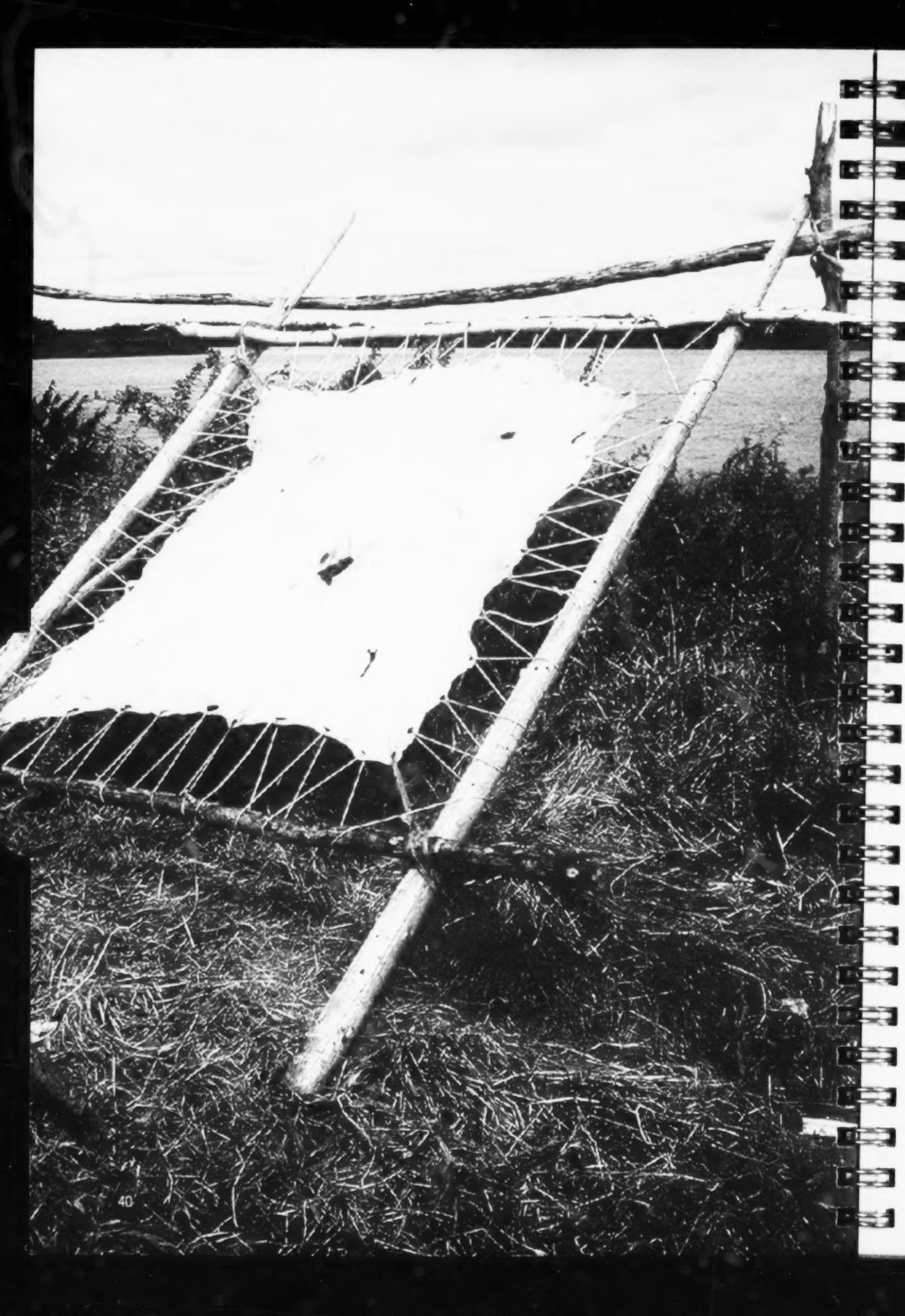
Use handmade maps when funds are limited; information can still be meaningfully captured.

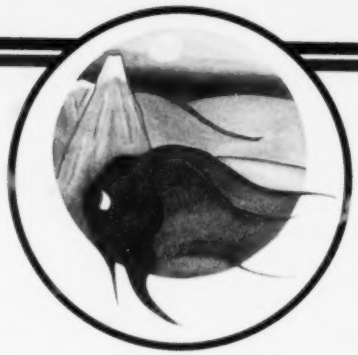
If maps will be created by hand, the following points should be considered:

- Use paper maps that show landscape features with enough detail to be easily recognized by Elders and other custodians of knowledge. Examples of such maps are those with details of infrastructure such as roads and seismic lines, rivers, lakes and forest cover in the range of 1:10,000 or 1:50,000 scale.
- Obtain conventional black and white aerial photography of about 1:20,000. Colour aerial photographs may also be purchased, but they are more costly. The air photos should be as recent as possible. Aerial photographs can be purchased through the Air Photos Services of Alberta Environment at http://www3.gov.ab.ca/srd/land/airphoto/ or through other suppliers.
- Collect data and locations using a GPS unit, since the data can easily be converted to an electronic form for future use in a GIS.
- Use recognizable symbols to represent the different types of information plotted on maps, and provide a legend that defines what each symbol represents.
- Make photocopies of all maps as a backup.



4.0
APPLYING THE TRADITIONAL USE STUDY





4.1
How Can The Results Of The Traditional Use Study Be Applied?

While much attention and money is allocated to collecting, recording and mapping information gathered in a traditional use study, an equally important part of the study relates to its continued use.

Once the interviews and mapping are completed, the traditional use study may be seen as finished. This is not the case. It will still require continued effort, communication, funding and leadership support to implement plans for educational use, resource management referral systems, economic opportunities, consultation and other important uses.

From discussions with communities, it appeared that only some of the traditional use studies were utilized. Several projects seemed to have stalled at the mapping or reporting stages and the information had not been widely used or shared. In some cases reports or maps were missing or incomplete. Without effective management of this final phase, the project goals and objectives may not be achieved.

In discussions with communities and representatives at roundtable meetings, several points arose regarding the application of traditional use studies. These include the following:

- *Use the traditional use study as a reference when talking to government and industry.*
- *Support and enhance the educational curriculum — a top priority.*
- *Create maps and provide information that can be used in land claims.*
- *Provide a resource management tool for input into, and review of, industry projects.*
- *Know, and be able to measure, the change in the capacity of the land to sustain traditional uses.*

Develop a plan to implement findings in order to sustain the value of a traditional use study.

4.1.1
What Uses Are Emerging For Traditional Use Studies?

A trend with recent studies is the intent to use the results of the study to create sustainable long-term benefits. One community is initiating a plan for using the information for balanced and sustainable economic development, while still maintaining the capacity of the forest to support traditional uses. Another community is using the data as part of an industry referral process. In this case, the community reviews the company's proposal for a project and then provides input on issues pertaining to traditional uses. Traditional use study information may be put into a Geographic Information System program, in layers, to be easily accessed and used in the resource development approvals and referrals process.

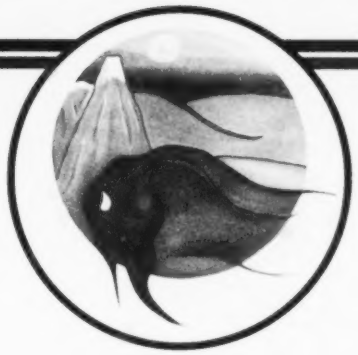
Determine the priorities of the community and use the traditional use study in a way that supports those priorities.

One of the emerging uses of a traditional use study is to monitor change and measure the capacity of the land to sustain traditional use. Useful measurements of change are often determined by a community's priorities. These priorities may include: the continuation of traditional uses, supporting the transfer of traditional information to a new generation of custodians of knowledge, and the protection of cultural resources.

4.2
How Can Information Be Managed And Updated On A Continuing Basis?

Managing a traditional use study for long-term benefits requires a continuing commitment of resources for sharing, storing, archiving, refreshing and updating the information.

- *Information sharing is critical to continued use of the study.*



4.2.1
How Can Information Be Shared And Protected?

Information sharing is an activity associated with all phases of a traditional use study. During and after the interviewing and mapping activities, there is usually a need to share the information with a range of interested and affected groups. This includes sharing information with the project team, the key group responsible for the study, the community itself, and with external stakeholders and funding supporters.

Community members expressed concerns about sharing information within the community, with external groups, principal funding organizations or affected resource sector companies. Thus, it was found to be very important to have information-sharing protocols established before the study was utilized. In some cases, it may be necessary to establish information-sharing protocols prior to conducting interviews so that the protocol is part of the consent form. It may be necessary to establish information-sharing protocols with funding partners early in the process.

An area of concern for some respondents was that some of the information and documents given to the group responsible for the study were not returned to the community. In some cases, company-sponsored traditional use study projects did not clearly address ownership of information through an established information-sharing protocol. This resulted in concerns regarding the use and ownership of the information.

In discussions with communities, some commented that their traditional use studies included formal agreements with industry and other sponsors for managing the information. One community had the Geographic Information System's layers designed to accommodate various levels of sharing and protection of information.

The issue of information sharing and ownership was a common concern raised at roundtable meetings. Individuals identified a difference between the information that could be made publicly available and other

Information sharing is guided by an agreed-upon protocol that is explicit about intellectual property, ownership and control.

information that needed to be kept confidential because it was protected by Elders and custodians of knowledge.

❖ *Some Elders and communities are willing to share much of the information, but often wish to limit the specific details of productive berry and hunting areas. The protection of the medicinal knowledge of plants was almost universal among Elders. They would not share the details with the interviewers. That knowledge is only passed on to the next "knower and practitioner."*

The confidentiality of information can be managed in a number of ways:

- Place buffer zones around sites by mapping a larger area than the site occupies. This can be combined with a wandering, imprecise, boundary line.
- Have long-standing protocols for information sharing in place, along with clear written agreements and a widely understood policy on who owns and uses the information. Review and update these as needed.
- Use access control for different layers of information in a Geographic Information System.
- Leave the decision to use or release confidential information with those who were interviewed.
- Mapping a decoy location for extremely sensitive sites by identifying a general location publicly, and maintaining a precise location in a confidential format. If choosing this approach, make sure people understand this had been done so the credibility and integrity of the study is not affected.
- Map landscape capacity or habitats that support a traditional use rather than focusing on a specific activity and its related sites.

As one example, a buffer zone can be used to locate sites in a general area, without identifying the specific location. For the purposes of general public knowledge, the location of a site could be published within a large 200- or 300-metre span. The specific site within the larger area would remain confidential and be released only by the designated custodian of knowledge. This method could be used to protect resources such as valuable cultural or medicinal plant sites. This type of information can also be developed within the layering and access protocols of a Geographic Information System.

Whatever method is used to protect information, the precise location may have to be revealed at some point to protect it from development activities.

4.2.2 How Can Information Be Stored And Archived?

Information can be stored for the long term in a variety of ways, including standard paper files and folders in filing cabinets. Increasingly though, people and organizations are migrating to electronic storage of information with the use of computers. Often this information is stored in a database, which is a type of computer program that stores information in a specific way. In many ways it is similar to a filing cabinet or an address book. The advantage of storing information electronically in a database is that a computerized search can be done quickly for a selected item or category, and the information can be shared easily with other computer programs and transferred to another person through the Internet. Another advantage is the ease of updating information.

Specific information in the database can be separated out and organized in a variety of ways, including working with a Geographic Information System. All Geographic Information System programs need some sort of database to store the information required to produce maps.

There are a number of other ways to effectively store and archive traditional use study material:

- Index and store original interview documents, photographs, tapes and videos. As a caution, tapes and videos tend to deteriorate over a period of 10 to 20 years. Consideration could be given to investing in digitizing tapes and videos to store them longer term as electronic data.
- Copy and replicate key materials and information and then store them in a separate location to protect them from loss or damage.
- Enter Global Positioning System data and maps into a Geographic Information System electronic storage and retrieval database, and ensure that all files are backed up.

Select a database that will perform the desired work, is easy to use, and is inexpensive and compatible with computing programs used in the traditional use study.

- Share the investment for a Geographic Information System with other traditional use study projects. A system can be shared with the sensitive information still being protected and controlled by the community, or individuals can maintain ownership and control of their own information.

4.2.3 How Can Information Be Updated?

If possible, appoint an individual who will have the primary responsibility of updating and managing the traditional use study and the measurements of change. Review the objectives for that role on an annual basis, and change them as needed. Regularly measure and review the progress made toward those goals throughout the year. Ensure access is available to knowledgeable people and resources to help ensure the goals are met.

Provide regular reports to the community leaders and the key group on the progress made toward updating and managing information, particularly regarding the measurements of change in land capacity for sustainable traditional uses and the effective transfer of knowledge.

Information can be updated or increased by investing in an ongoing program to interview Elders and other custodians of knowledge who may have been initially overlooked, or to expand the level of detail from the original interviews. Relative to a comprehensive traditional use study, this effort could occur sporadically, based on opportunities presented. Thus, updating or increasing the traditional use study would be of a limited scale and budget.

The sharing of selected sets of results in public forums on a regular basis may also trigger people with knowledge to come forward and share information that may not have been available during the specific study period. This could be accomplished through presentations or maps for discussion or by showing selected video interviews.

Archives that may have been overlooked initially could also be researched when an opportunity arises.

4.3
How Can The Traditional Use Study Become A Living Document?

In discussions with communities, participants indicated a high desire to achieve continuing value from the traditional use study by creating a living document.

- *Keep the traditional use study as a living document that will continue to engage the community.*

Achieving value from the traditional use study starts with using the results and ensuring that the information is updated regularly, shared, properly archived and carefully managed with a protocol governing the control of the information. Maximizing the value as a living document may be achieved by weaving the study results into the fabric of the community on an ongoing basis.

Community members provided the following insights and ideas that are important for long-term use and creation of a living document:

- *Celebrate the project and give positive recognition to the participants for their efforts.*
- *After the study is considered finished, additional information may be volunteered or a study manager may actively seek data that may have been missed in the course of the study.*
- *Make presentations about the results and findings from the project.*
- *Make the traditional use study book part of the education system in the local schools.*
- *Transfer the knowledge to another generation of custodians of knowledge.*

Use the traditional use study to educate and build relationships.

4.3.1
How Can These Ideas Be Implemented?

There are a number of ways that the traditional use study could be woven into the fabric of the community to trigger long-term value:

- Have a wall display of completed maps for public buildings such as band offices, community centres and

schools. This is a constant visual reference for members of the community on the importance of the study, and it may trigger those who have more data to add to the traditional use study.

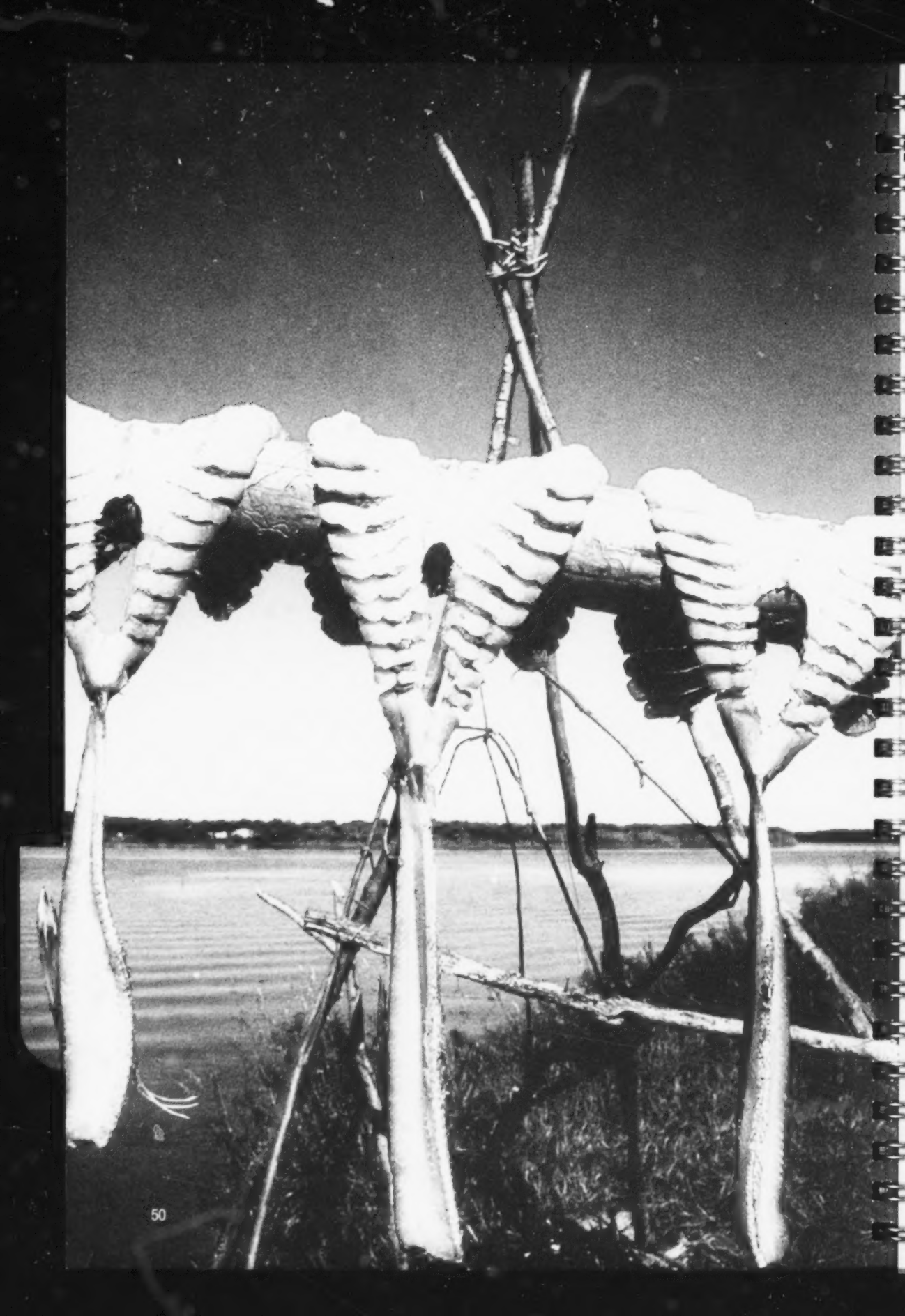
- Use the information in a well-planned strategy for demonstrating the interest in the land during discussions with government and industry.
- Develop curriculum modules for specific courses and grade levels in schools in Aboriginal communities. In addition, consider developing modules for public education for non-indigenous people through the provincial education curriculum system.
- Place copies of the document in the municipal and school libraries of neighbouring Aboriginal and non-Aboriginal communities.
- Plan and implement a funding process to cover the operating costs of referrals and ongoing information updates and management.
- Develop an easily shared and powerful presentation about the traditional use study for funding supporters and the community. Use existing public forums, such as Chief and Council meetings, to do a short presentation on some aspects of the project or the results, or play an edited version of videotaped interviews. If the community relied on a partnership agreement for funding, take the presentation to the leaders of the funding organizations.

Ensure that traditional use information is recorded, protected, updated and used by the community for its long-term benefit.

Although there are many activities that can be implemented, perhaps one of the most effective is to develop an environment where leaders and other influential people support those individuals who help make the traditional use study a living document. This is a powerful tool that can be used to:

- Recognize and reward those who help in the ongoing effort to fully utilize the traditional use study.
- Respect, recognize and reinforce the value of Elders and custodians of knowledge, who can teach traditional use and knowledge on a continuous basis.
- Find, encourage and recognize community members, including youth, who seek out Elders and become the next generation of "knowers."

5.0
CONCLUSION



Under a federal/provincial partnership agreement, Aboriginal communities in Alberta with experiences in traditional use studies were invited to participate in developing this Handbook. Several communities shared their insights about why it is important to conduct a study and their experiences in going through the process. This Handbook captures those experiences and insights and identifies "best practices" that may be helpful in planning, conducting and using a traditional use study.

This Handbook identifies many of the reasons that compel communities to undertake traditional use studies. These reasons range from education of community members about traditional customs and practices by documenting oral history through to using studies as a mechanism to develop input into natural resource management processes.

Ultimately, traditional use studies serve as a bridge from the past to the present. They can assist in closing the distance between generations in the community and across cultures.

There is no one best way to do a traditional use study. As more communities undertake traditional use studies, new and improved best practices will, inevitably, be created. It is hoped that this document will foster improved communication and co-operation between all parties with an interest in traditional use studies.

APPENDICES

APPENDIX A

Participants In The Development Of This Handbook

Mention of anyone's name, community or organizational affiliation does not mean endorsement of this project. Some people that attended meetings declared that they were only observers.

This Handbook has benefited tremendously from the input of many community members who have lent insight and knowledge from their participation in traditional use studies and related activities. The following group is a list of people who consented to be interviewed about their experiences with traditional use studies:

Francois Auger, Calling Lake (Bigstone Cree Nation); Cecile Young, Wabasca/Desmarais (Bigstone Cree Nation); Clayton Auger, Wabasca/Desmarais (Bigstone Cree Nation); Grant Golosky, Fort McMurray (Anzac/Conklin/Janvier); Lena Holstra, Conklin (Anzac, Conklin, Janvier); Fred MacDonald, Fort McKay (Fort McKay First Nation); Pauline Calahasen, Gift Lake (Gift Lake Metis Settlement); Peter Ward, Driftpile (Driftpile First Nation); Rod Freeman, Driftpile (Driftpile First Nation); Ross Giroux, Driftpile (Driftpile First Nation); Rod McDonald, Sturgeon Lake (Sturgeon Lake Cree Nation); Edward Goodswimmer, Sturgeon Lake (Sturgeon Lake Cree Nation); Adolf Kappo, Sturgeon Lake (Sturgeon Lake Cree Nation); Barry Mustus, Alexis (Alexis Indian Band); Rose Yellowfeet, Standoff (Blood Tribe); Ann Cotton, Standoff (Blood Tribe); Ritchie Chief Calf, Standoff (Red Crow College/Blood Tribe); William Big Bull, Brocket (Peigan Nation); Jim Webb, John D'or Prairie (Little Red River Cree Nation); Charlie Chisaakay, Chateh (Dene Thà First Nation); Rosalie Tallman, Atikameg (Whitefish Lake First Nation).

At the commencement of the project to develop this Handbook, a workshop was held on February 7 and 8, 2001, to seek input and direction from Aboriginal and industry participants. Attendees at that workshop included:

William Mistaken Chief (Blood Tribe); Cheryl Young (Bigstone Cree Nation); Marcel Gladue (Bigstone Cree Nation); J.R. Giroux (Treaty 8 First Nations of Alberta); Richard Cross (Swan River First Nation); Val Bonnes (Dene Thà First Nation); Ed Yellowhorne (Peigan Nation); Calvin Cross Child (Blood Tribe); Baptiste Metchooyeah (Dene Thà First Nation); Rachel Olson (Dene Thà First Nation); Bryan Yellowhorn (Peigan Nation); Rick Yellowhorn (Peigan Nation); Cam Janvier (Cold Lake First Nation); Judy Nest (Cold Lake First Nation); Dwayne Nest (Cold Lake First Nation); Rachelle McDonald (Aseniwuche Winewak Nation); David McPhee (Aseniwuche Winewak Nation); Barry Mustus (Alexis Indian Band); Darryl Potts (Alexis Indian Band); Dora Courteoreille (Alexander First Nation); Ken Cardinal (Sucker Creek First Nation); Bertha Ganter (Fort McKay First Nation); Albert Thunder (Whitefish Lake First Nation); Richard Davis (Swan

River First Nation); Alvin Cardinal (Sucker Creek First Nation); Jim Webb (Little Red River Cree Nation); Vern Neal (Little Red River Cree Nation); Earl Laboucan (Whitefish Lake First Nation); Max Matthews (Millar Western); Art Cunningham (TransCanada Pipelines); Francis Erasmus (Alliance Pipelines Ltd.); David Luff (Canadian Association of Petroleum Producers); Mike Doyle (Canadian Association of Geophysical Contractors); Sandra Cardinal (ALPAC); Mike Walton (ALPAC); Bob Taylor (Alberta Department of Energy); David Coombs (Alberta Department of Energy); Joe DeFranceschi (Canadian Forest Service); Dennis Massey (Indian and Northern Affairs Canada); Ken Boutillier (International and Intergovernmental Relations); Jack Ives (Alberta Community Development); David Link (Alberta Community Development); J. Rand Smith (Alberta Department of Energy); Cliff Supernault (Alberta Department of Energy/Alberta Energy and Utilities Board); Anne Morin (Parks Canada); Glenn Selland (Alberta Environment); Jamie Honda-McNeil (Alberta Environment); Denise Parsons (International and Intergovernmental Relations); Dave Johnston (International and Intergovernmental Relations); John McDonough (International and Intergovernmental Relations).

On June 26, 2001, a roundtable meeting was held to review the project terms of reference. Attendees at that meeting included:

Denise Daniels (Yellowhead Tribal Council); Dennis Callihoo (Yellowhead Tribal Council); Greg Smith (Treaty 7 Tribal Council); William Mistaken Chief (Blood Tribe); Jacob Handel (Treaty 8 First Nations of Alberta); Mike Beaver (Treaty 8 First Nations of Alberta); James Badger (Treaty 8 First Nations of Alberta); Larry Yellowknee (Bigstone Cree Nation); Herman Alook (Bigstone Cree Nation); Valerie Alook (Bigstone Cree Nation); Rachel Olson (Dene Thà First Nation); Larry Kiyawasew (Sturgeon Lake First Nation); David McPhee (Aseniwuche Winewak Nation); Audrey Poitras (Metis Nation of Alberta Association); Paul Bercier (Metis Nation of Alberta Association); Brenda Blyan-Calliou (Metis Nation of Alberta Association); Gabe Cardinal (Metis Nation of Alberta Association Zone 2); George Quintal (Metis Nation of Alberta Association, Zone 1); Brian Fayant (Metis Nation of Alberta Association, Zone 1); Karen Collins (Metis Nation of Alberta Association, Zone 2); Wayne Cunningham (Metis Nation of Alberta Association, Zone 5); Barry Brisson (Alberta Energy Corporation); George Dribnenki (ALPAC); Jana Kumi (Arcis Corporation); Max Matthews (Millar Western); Monica Ulmer (Western Economic Diversification); Dennis Massey (Indian and Northern Affairs Canada); Stacey Moskaluk (Canadian Forest Service); Rory Thompson (Sustainable Resource Development); Carrie Dusterhoft (Alberta Justice/Solicitor General); Eric Damkjar (Alberta Community Development); Dave Johnston (Aboriginal Affairs and Northern Development); Denise Parsons (Aboriginal Affairs and Northern Development); Jamie Honda-McNeil (Aboriginal Affairs and Northern Development); Ken Boutillier (Aboriginal Affairs and Northern Development); George Kupfor (Fresh Start Limited).

Participants In The Development Of This Handbook

A roundtable meeting was held on January 24, 2002, for the purpose of validating findings and seeking input into this Handbook. Attendees at that meeting included:

Gerald Cunningham (Metis Settlements General Council); Sandra Cardinal (ALPAC); Denise Parsons (Alberta Department of Energy); Stacey Moskaluk (Natural Resources Canada); J.R. Giroux (Treaty 8 First Nations of Alberta); Jim Webb (Little Red River Cree Nation); Art Cunningham (TransCanada Pipelines Ltd.); Adolph Kappo (Sturgeon Lake Cree Nation); Chief Richard Davis (Swan River First Nation); William Big Bull (Peigan Nation); Dora Courteoreille (Alexander First Nation); Jamie Honda-McNeil (Alberta Aboriginal Affairs and Northern Development).

A meeting was held on March 6, 2002, to discuss traditional use issues. Attendees at that meeting included:

Mike Beaver (Treaty 8 First Nations of Alberta); Jim Badger (Treaty 8 First Nations of Alberta); J.R. Giroux (Treaty 8 First Nations of Alberta); Doug Wedge (Treaty 8 First Nations of Alberta); Adolph Kappo (Sturgeon Lake Cree Nation); Alfred Goodswimmer (Western Cree Tribal Council); Chief Gordon Auger (Bigstone Cree Nation); Ritchie Chief Calf (Blood Tribe); Jim Webb (Little Red River Cree Nation); Leonard Young (Bigstone Cree Nation); Marcel Gladue (Bigstone Cree Nation); Francois Auger (Bigstone Cree Nation); Herman Alook (Bigstone Cree Nation); Violet Haggerty (Peavine Metis Settlement); Lisa Wendland (Metis Nation of Alberta Association); Corriane Henson (Metis Settlements General Council); Gerald Cunningham (Metis Settlements General Council); Lena Holstra (Anzac, Conklin, Janvier); Judy Nest (Cold Lake First Nation); Ross Giroux (Driftpile First Nation); Peter Ward (Driftpile First Nation); Michael Stern (North Peace Tribal Council); Francis Meneen (Tallcree First Nation); Rhonda Delorme (Alberta Community Development); Jamie Honda-McNeil (Aboriginal Affairs and Northern Development); Terry Garvin (Elements Network); Steve Morck (Elements Network); Dave Deyell (Elements Network).

A roundtable meeting was held on March 7, 2002. This meeting served as the final opportunity for input into this Handbook. The following individuals attended this meeting:

George Quintal (Metis Nation of Alberta Association, Zone 1); Dennis Callihoo (Yellowhead Tribal Council); Francois Auger (Bigstone Cree Nation); Francis Meneen (Tallcree First Nation); Mike Beaver (Treaty 8 First Nations of Alberta); Ritchie Chief Calf (Red Crow College/Blood Tribe); William Big Bull (Peigan Nation); Lena Holstra (Anzac, Conklin, Janvier); Judy Nest (Cold Lake First Nations); Robert Lee (Metis Nation of Alberta Association); John Parkins (Metis Nation of Alberta Association); Adolf Kappo (Sturgeon Lake Cree Nation); Ephram Bouvier (Metis Nation of Alberta Association); Jacob Handel (Energy and Utilities Board); Jim Webb (Little Red River Cree Nation);

Participants In The Development Of This Handbook

Corrianne Henson (Metis Settlements General Council); Violet Haggerty (East Prairie Metis Settlement); Lisa Wendland (Metis Nation of Alberta Association); Brian Fayant (Metis Nation of Alberta Association); Peter Ward (Driftpile First Nation); Ross Giroux (Driftpile First Nation); George Dribnenki (ALPAC); Herman Alook (Bigstone Cree Nation); Stacey Moskaluk (Canadian Forest Service); Rhonda DeLorme (Alberta Community Development); Dave Johnston (Aboriginal Affairs and Northern Development); Carrie Dusterhoft (Alberta Justice/Solicitor General); Jamie Honda-McNeil (Aboriginal Affairs and Northern Development); Terry Garvin (Elements Network); Steve Morck (Elements Network).

This Handbook also benefited from the continuing advice and direction of the Intergovernmental Working Group. Members of the group are:

Denise Parsons (Alberta Department of Energy); Dave Johnston (Alberta Aboriginal Affairs and Northern Development); Dennis Massey (Indian and Northern Affairs Canada); Stacey Moskaluk (Natural Resources Canada); Rory Thompson (Sustainable Resource Development); Rhonda DeLorme (Alberta Community Development); J. Rand Smith (Alberta Department of Energy); Monica Ulmer (Western Economic Diversification); Rod Blair (Parks Canada Agency); Carrie Dusterhoff (Alberta Justice/Solicitor General); Jamie Honda-McNeil (Alberta Aboriginal Affairs and Northern Development).

APPENDIX B
Background Information

1.0
Process Overview

In September 2000, *Strengthening Relationships: The Government of Alberta's Aboriginal Policy Framework* was released. In part, the *Framework* was based on feedback from both the Aboriginal communities and resource developers. In addition to other commitments to action, Alberta committed to the following:

> In consultation with First Nations and industry, facilitate development of best practice guidelines for studies of public lands in relation to the provision of the Natural Resources Transfer Agreement and the treaties, including First Nations rights to hunt, fish and trap on public lands.

In response to this commitment, a project working group, consisting of provincial and federal government representatives, was created and began work on this project in December 2000. There were numerous discussions with various Aboriginal communities, and industry representatives about this issue, including a workshop held in Edmonton in February 2001 and a roundtable meeting held in June 2001. Initially there was a wide range of ideas, suggestions, opinions and comments on what these proposed guidelines would look like, who would develop them and how they would be used.

A Call for Proposals was released in August in anticipation of a contractor beginning research in October 2001. The goal was to begin direct communications with Aboriginal communities and resource developers who had experience with traditional use studies that were either completed or in progress.

In November 2001, a contract was awarded to ELEMENTS Network Inc., and the detailed work began for developing best practices guidelines based on the expertise of those who had experience in traditional use studies. A questionnaire was used to gather a consistent set of data based on the experiences of Aboriginal community members who had participated in a traditional use study. Most interviews with community members were conducted face-to-face. In some cases, follow-up interviews or discussions were organized.

Interviews conducted with industry representatives were undertaken using an informal process (such as a short questionnaire, personal or telephone interviews and e-mail).

Two interactive workshops were also held in January and March 2002 to seek validation and input from community, government and industry representatives. In addition, numerous meetings were held with provincial Aboriginal organizations to solicit their views on this project.

2.0
Other Issues Identified During The Process

The community interviews, discussions and initial roundtables generated considerable information with respect to ongoing concerns and issues related to traditional use. A number of those issues were outside the scope of developing a handbook. Those issues and concerns are summarized below and are in no particular order of priority.

Funding Sources

One key issue that surfaced regularly at meetings and interviews dealt with funding traditional use studies. In many instances, traditional use study projects ran out of funds. This resulted in cutbacks to the scope of the project and issues arose pertaining to the quality of the study, particularly its end use and results. Some groups expressed disappointment in failing to meet goals, or having to redefine or expand the project to meet the perceived greater community good.

Based on information that was provided by Aboriginal community members, it was felt that the provincial and federal governments have custodial roles on Crown lands to preserve and protect the traditional ways and rights embodied in the treaties and constitution. This in turn leads to the expectation that these two levels of government should provide the majority of the funding for traditional use studies. There was also the belief that if a traditional use study was desired or required by others who wanted access to the land, such as the forest or energy industries, they should fund the traditional use study as part of their business expenses.

Some Aboriginal participants believed the communities should also contribute to the funding to some degree. This, however, was not a universal point of view. The representatives of one provincial Aboriginal association were quite adamant that they (Aboriginal people or communities) should not bear any portion of the cost. In most cases, the majority of communities are limited in the amount of money they have available for projects such as traditional use studies.

In the past, some federal and provincial government agencies have provided funds for traditional use studies. This funding depends largely on the agency's objectives and mandate. A traditional use study may qualify for funding support from one government department because it matches the department policy, priorities or objectives, but would not receive funding from a separate sister department that had different priorities and objectives.

Some resource companies operating on lands where there are traditional uses, willingly acknowledged they would contribute financially to a traditional use study that is tightly linked to the companies' activities, now or in the foreseeable future. They did not, however, want to be seen as supplying the major portion of funding for a comprehensive traditional use study.

Most Traditional Use Studies Are Seen As Incomplete

Another issue that arose during the community interviews was a strong sense that community members viewed most of the traditional use studies as being incomplete. Some studies may have been more of a project-type assessment within narrow project related constraints. Because the traditional use study was seen as being both important and valuable, however, there was a strong sense that the original study should have continued or been expanded. In some cases, the earlier studies had been done when the level of knowledge on conducting and applying traditional use studies was less advanced.

Information Sharing

A key issue for many parties involved in traditional use studies was the question of information sharing, use and control. Often, the organizations that provided the funding felt they had paid for the right to use the traditional use information. The Aboriginal people who provided the information did not generally share this belief. Often they were willing to share the information if it benefited the community. However, Aboriginal communities believed the information remains their property and they should have control over its use regardless of who paid to gather it.

Among industry funding groups, some corporations are more sensitive than others regarding Aboriginal concerns about protecting information and not openly sharing it with others outside the specific Aboriginal community. These companies do not have a problem with restricted or limited access to the traditional use study. Other corporations may want access to all levels of detail of traditional use studies to help them in making business decisions and also, perhaps, as proof that traditional use sites will not be adversely impacted by their developments.

Resource Development Activities In Traditional Use Areas

The resource industry expressed a concern that traditional use studies may impact development schedules and the scope of their projects. They also expressed concern that traditional use studies would add development costs, allow Aboriginal communities to set unrealistic conditions and they did not want to see traditional use studies used inappropriately.

Resource sector companies have used traditional use study information in different ways. In some circumstances, companies stated that compensation was paid to mitigate the impact of a development activity on a traditional use activity.

Another issue involved conducting business on lands where there are traditional use activities. This issue related to a range of views from Aboriginal people on how much information would be gathered and how these industry project studies would be carried out. Some Aboriginal representatives expressed concern that these projects did not cover enough important information, and were inappropriate in being called traditional use studies since they did not meet community expectations of what a traditional use study should do or include.

Urgency To Complete Traditional Use Studies

Many community members expressed the urgent need to complete traditional use studies for two reasons:

- Elders are aging and dying, often without an effective way to transfer the traditional use information to a new generation.
- Demand is increasing for the use of the lands on which traditional uses occur.

Regulatory Links For Land Use Approvals

A common theme coming from some Aboriginal communities was a desire to have a traditional use study process required as part of the development approvals processes. Some wondered if the *Alberta Historical Resources Act* and Regulations could be changed to require traditional use studies as part of the land use approval process. The question was asked, "Should there be amendments to the *Historical Resources Act*, or should there be new regulations addressing the use and application of traditional use studies on new development projects?"

There was also concern about the resource sector development application processes, particularly the Environmental Impact Assessment (EIA) of which there is usually a land use and capability assessment. In many cases, consultants approached a community to do a "traditional use study" within the context of the EIA on behalf of the project proponent. In actuality, the "study" was only a short form or overview look to meet the basic requirements of the EIA. These "studies" are seen as an inadequate and perhaps flawed exercise by the Aboriginal communities, and they felt there was little value in relation to their own expectations of what a traditional use study should be.

Consultation And Traditional Use

A few of the attendees at the roundtable meetings expressed concern that the project process to develop this Handbook was flawed. Their primary concerns were:

- Their participation was not at a government-to-government level.
- Aboriginal people should be doing or leading initiatives on traditional use.
- Consultation is expected whenever there are initiatives on traditional use.
- They were not fully informed about this project.

Based on the information and perspectives supplied in the correspondence from these participants, along with the discussions at the roundtable sessions, these perspectives appeared to be linked to a concern that this project could impact or set guidelines about traditional use studies without the process of adequate formal consultation with Aboriginal people.

APPENDIX C

Community Interview Template For Best Practices Information

A questionnaire was developed to find out what experiences people had with traditional use studies. The following is a template of the questions that were asked; the responses, as well as feedback received during other meetings and discussions, form the foundation of this Handbook.

Best Practices In Traditional Use Studies Interview Template

Name _____ Date _____
Address Street or Box No. _____
City or Town _____
Province _____ Postal Code _____
Community _____
Phone _____ Fax _____ Email _____
Name of TUS Project _____

1.0 HOW THE TUS WAS INITIATED

1.1 Who took responsibility for the initiation of the project?

❑ An individual
❑ A group of like-minded individuals
❑ A community elected group
❑ A community appointed group
❑ A consortium (government/industry/private)
❑ Other:

How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

1.2 Was the whole community informed of an impending study? ❑ Yes ❑ No

If no, please explain:
If yes, by whom?
1.2.2 How (method)?

❑ Notice board ❑ Phone ❑ Word of mouth (moccasin telegraph)
❑ Radio ❑ Public meeting ❑ By project workers after start-up
❑ Other:

How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

1.3 Why was the TUS project initiated? Community interest? What motivated the study?
What improvements, if any, would you like to see in future studies?
Additional Comments or Issues

2.0 PROJECT MANAGEMENT

2.1 How was the project managed?

❑ By community elected people
❑ By community appointed people
❑ By government appointees
❑ By private corporation
❑ By joint venture (community/industry/private/gov't)
❑ A stand-alone project committee
❑ Other:

How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

2.2 Who, or what group, had primary responsibility for managing the project?
How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

2.3 If the project was managed by a project specific committee especially set up for this purpose, who or what groups or organizations were members of the committee?
2.3.1 What were their interests? (What direction did they give or what results did they seek from the project?)
How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor
What improvements, if any, would you like to see in future studies?
Additional Comments or Issues

3.0 FINANCIAL/BUDGET INFORMATION

3.1 How was the project financed?
❑ By community ❑ By industry and commerce
❑ By government ❑ By joint venture (consortium)
❑ By private contribution ❑ By contributions in kind
❑ Other:
How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

3.2 How good were cost estimates? ❑ Too Low ❑ Too High ❑ Fairly Accurate

3.3 How well was the project financed? Did organizations allocate enough money?
❑ Too Low ❑ Too High ❑ Fairly Accurate
How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

3.4 Who or what organization had responsibility for administering the budget?

3.5 Were interviewers and mappers sufficiently paid for their work?
How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor
Comments:

3.6 Were Elders sufficiently compensated for their contribution to the project?
How well was it done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor
Comments:
What improvements, if any, would you like to see in future studies?
Additional Comments or Issues

4.0 PROCESS AND METHODS USED TO COLLECT TRADITIONAL KNOWLEDGE

4.1 How did you describe to the Elder ...?
- The purpose of an interview.
- The benefits and issues for recording that person's knowledge.
- How his/her information will be recorded and managed.

4.1.1 What style of interview was used and how effective was it?
4.1.2 Were translators used? If yes, how effective was it? Were there any limitations?

4.2 How did you describe to the Elder...?
- Mapping of all land locations in which he/she has an interest, for example: grave sites, sacred sites, home and cabin sites, trails, animal habitat, berry patches, salt licks, etc.

4.3 How did you describe to the Elder...?
- The visitation to the sites that are identified in the interview.
- The use of an instrument (Global Positioning System) to accurately record the locations he/she identified.
- The eventual permanent storage and use of his/her information.

How well was this accepted? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

4.4 What coding system was used for the mapping?
4.4.1 What style of base maps were used and how effective were they?
How well was mapping done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

4.5 How were people assured of the confidentiality and security of information?

4.6 How was information stored or kept?

4.7 How were people assured of the confidentiality and security of information?
What improvements, if any, would you like to see in future studies?
Additional Comments or Issues

5.0 TRAINING OF INTERVIEWERS AND MAPPERS

5.1 What training is necessary to adequately prepare people to effectively collect traditional knowledge? This question assumes that skill enhancement may be necessary.

5.2 Was the training adequate in your project? ❑ Yes ❑ No
- If yes, would you highlight the skill and training that was important to the outcome of the project?
- If no, would you describe what and/or how you would like to see interviewers and mappers trained? Consider:

  Pre-project training; On the job training for the duration of the project; Ongoing mentoring with an experienced interviewer/mapper; Outside human resource assistance (consultation). As and when needed assistance from a project consultant.

What improvements, if any, would you like to see in future studies?
Additional Comments or Issues

6.0 INFORMATION SHARING AND COMMUNICATION

6.1 How effective was information shared between interviewers?
How well was this done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

6.2 How effective was information shared between interviewers and elders?
How well was this done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

6.3 How effective was information shared between interviewers and project management?
How well was this done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

6.4 How effective was information shared between project management and the project committee?
How well was this done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

6.5 What aspects of information gathered was the community prepared to share?
In what way?
How well was this done? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

6.6 Were there any formal protocols or agreement established that set out the ownership and access to information by the participating groups? ❑ Yes ❑ No
If yes, is a copy available?
How effective was this agreement? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

6.6.1 How was this done with possible funders (i.e. industry and government) of the process who may not have been involved in project management or the project committee?

What improvements, if any, would you like to see in future studies?
Additional Comments or Issues

7.0 VALUE OF TRADITIONAL USE AND KNOWLEDGE STUDIES

What is the value in doing a traditional knowledge and land use study?
Consider: Archival value, Educational value, Historical value, Personal value

7.1 To you personally;

7.2 To the Elders as you understand their interests;

7.3 To your community;

7.4 To the Aboriginal community, generally;

7.5 To society (all peoples);

7.6 Value of TUS to gov't/industry/other stakeholders?
Additional Comments or Issues

8.0 APPLICATION OF RESULTS

8.1 Are the results of your study doing what was intended?
How well were the results used? ❑ Excellent ❑ Good ❑ Fair ❑ Poor

8.2 Has there been continuing use or value in the results?

8.3 How is your study being applied?

8.4 Have levels of communication/understanding/consultation improved? How?
What improvements, if any, would you like to see in future studies?
Additional Comments or Issues

9.0 OVERALL IMPRESSIONS

9.1 What is your overall impression of doing traditional knowledge and land use mapping?
Your overall rating of this TUS: ❑ Excellent ❑ Good ❑ Fair ❑ Poor

9.2 What would you identify as a best practice from your study that could be considered for the best practices guidelines?
Additional Comments or Issues

10.0 SUGGESTIONS

10.1 Do you have suggestions overall for improvement?

10.2 What major barriers or obstacles presented themselves during the course of the study?

10.3 If these barriers were overcome during the study, can you describe how that was done?

10.4 What do you think was really well done in this study?

- Do you have a copy of your TUS project proposal? ❑ Yes ❑ No
  If yes, would you be prepared to share it as part of this project?

- Do you have a copy of your final TUS document? ❑ Yes ❑ No
  If yes, would you be prepared to share it as part of this project?

- Do you have a copy of any protocol agreements such as information sharing, ownership and access? ❑ Yes ❑ No
  If yes, would you be prepared to share it as part of this project?

The results of these discussions are housed with
Alberta Aboriginal Affairs and Northern Development.

APPENDIX D

Additional Information On Mapping, Global Positioning Systems (GPS) And Geographic Information Systems (GIS)

Introduction

The technology of mapping has evolved in recent years to offer electronic solutions for mapping. This technology change has provided many choices and options in developing maps for projects such as traditional use studies. Making decisions and choices about electronic mapping may be confusing if one lacks an understanding of the processes and the technical terms. This information is prepared for the benefit of those who would like to understand some of the basic concepts of electronic systems for mapping.

1.0

What Is A Global Positioning System (GPS)?

By using a hand-held transmitter that works with a network of satellites that orbit the earth, a precise location can be obtained for any single point on earth using a Global Positioning System. GPS is the acronym that is used to refer to "Global Positioning System." The cost of a GPS transmitter is usually less than a thousand dollars, and there is no charge to use the satellites. When a mapping technician or researcher visits any given point on the ground or water, the GPS transmitter can be activated and it will produce the latitude and longitude coordinates for that particular point.

— Source: Natural Resources Canada

One community expressed the concern that their GPS data was not compatible with their GIS, and the GPS unit did not have enough memory. It is recommended that the project team choose a GPS that is easy to use, has all the necessary features for the intended use, such as a large memory card, and one from which the collected data can easily be transferred to a GIS.

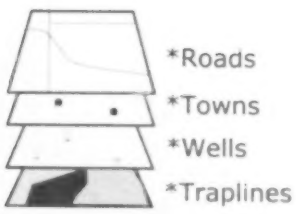
2.0

What Is A Geographic Information System (GIS)?

GIS is a commonly used acronym for "Geographic Information System." A GIS involves the use of computers and software programs. Basically, a GIS is a mapping tool that recognizes almost all types of information. This information has a "spatial" component or corresponding geographic location.

> A Geographic Information System uses computer technology to integrate, manipulate and display a wide range of information to create a picture of an area's geography, environment and socio-economic characteristics. Beginning with a computerized topographic map as its base, a Geographic Information System overlays and integrates graphic and textual information from separate databases. The end result is a customized and reliable tool that can support decision-making and problem solving and provide almost instantaneous answers to complex questions.
>
> Source – Natural Resources Canada Geomatics Website
> http://www.geocan.nrcan.gc.ca/geomatics/htmle/gis-g02.html

Most commercial GIS applications are based on fewer than half a dozen main or primary GIS programs in the world. From those "primary" systems, consultants and contractors have licensed specific components and customized these main systems into thousands of different "secondary" systems for use by sales and marketing companies, oil and gas companies, banks, transportation companies, and for other purposes such as traditional use studies. These systems may have a wide array of complex licensing requirements that impact the way an organization might wish to use the system and the data. It is important that a group considering using a GIS for traditional use study mapping be aware of the flexibility and the constraints of the licenses involved as they could affect information sharing and web or Internet use, among other things.



— Source: Alberta Department of Energy

The concept behind a GIS is one of "layering" maps or data together in a systematic approach. Typically, a GIS system consists of a database, which is the program where information is stored, and a map browser, which is a program that allows the computer to display the information shown on a map. Information is normally layered so that it can be stored in a variety of map types, each of which provides a different visual perspective of the information, depending on what the user requires. As an example, one of the

layers could become a map of the forest cover that shows valuable vegetation and berry gathering areas, along with the type of habitat that is needed to sustain this vegetation for the community.

Depending on the experience and need of the user, GIS systems can be costly and difficult to use. Much of the cost occurs because the GIS program has to be customized to meet the specific needs of the user. For traditional use studies, further cost can arise when the information is uploaded onto the GIS program. In most cases, extensive training on GIS applications is recommended, particularly if system programming will be involved in making the GIS fit the needs of the study objectives. As with most computerized applications, GIS technology is rapidly changing and systems can become outdated quickly.

2.1
How Are Geographic Information Systems Chosen?

Choosing a GIS is much more complicated than choosing a GPS. Some systems come with a built-in database; however, most of the popular commercial brands will work fine with other major databases such as Microsoft Access and Oracle. Often the greatest concern in selecting a GIS is the potentially high cost.

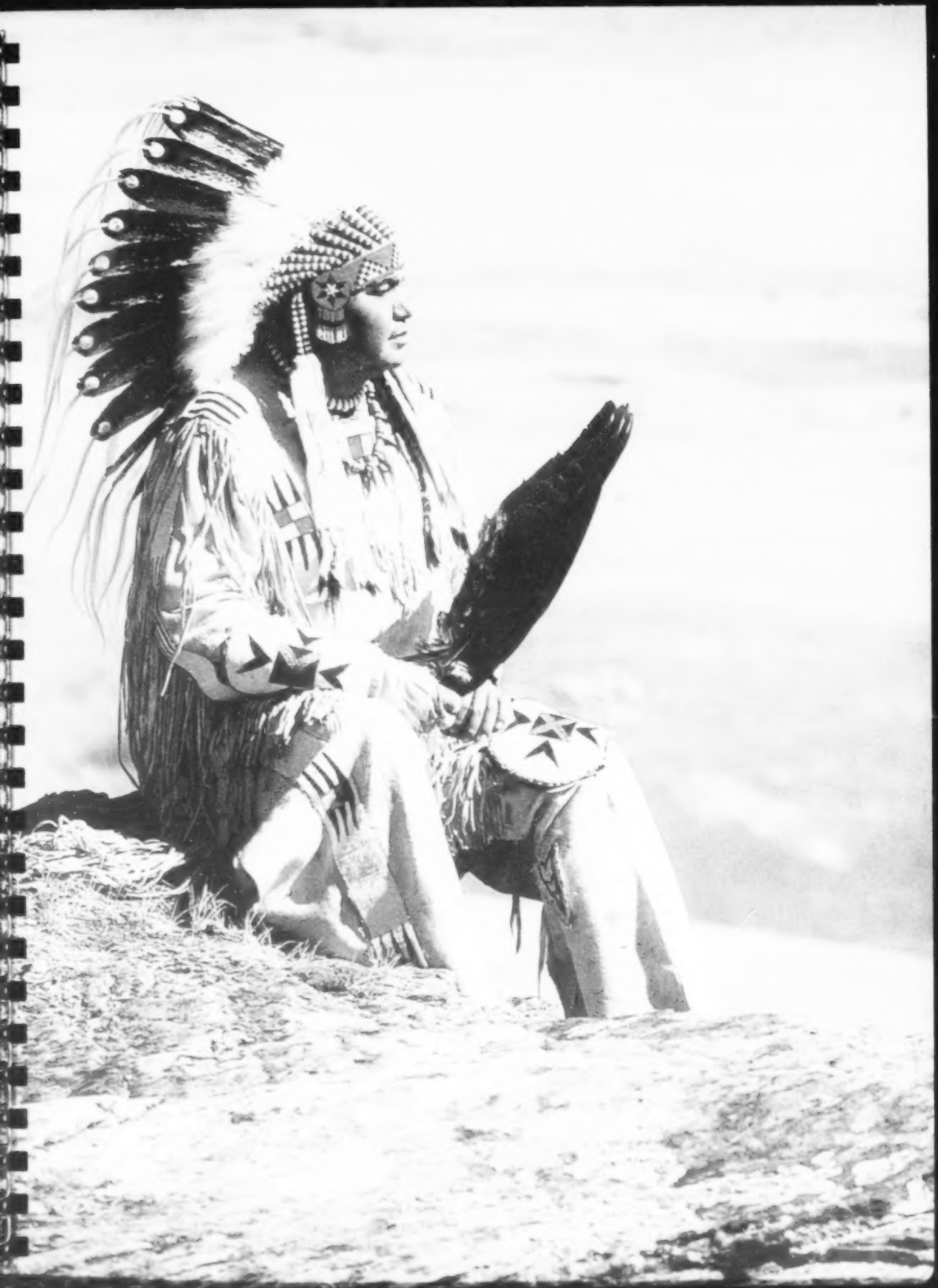
If mapping with a GIS is desired, the following points need to be considered:

- Determine the complete cost of the system, which includes purchasing the program and then customizing it, training personnel to use it, loading traditional use data, maintaining the system, producing maps and storing the data. If the community does not plan on using the GIS for other ongoing purposes, justifying the cost may be difficult.
- If a suitable GIS is too costly, enter the data onto existing paper maps. If customized paper maps are going to be made, backup copies should be created as a safety measure.
- If the decision is made to purchase a GIS, it is helpful to review the GIS applications that are currently being used for traditional use studies or for similar purposes. The positive and negative points of each system will assist in both narrowing down the GIS systems that are available, and selecting the one that best meets the requirements of the study and the community.

- Consult with knowledgeable experts such as the Canadian Centre for Remote Sensing in Ottawa, universities and industry partners before approaching consultants or contractors for assistance. In some cases, the consultant or contractor may charge for the advice and attempt to promote the GIS system they are marketing rather than providing an objective view.
- Select a GIS that meets the available budget and the project objectives.
- Once the type of GIS has been decided upon, a specialized consultant or contractor can be used to set it up and customize it to meet the needs of the study and the community.
- If a GIS system is desired, but the cost is too high, consider renting one. There are services available that rent computer space and time on a month-to-month basis. In these situations, the GIS service company provides a fully working system, and access to the system is generally through the Internet. Sensitive information can be kept confidential and protected on the community's own computers by using a security block feature called a "firewall." This allows the community to share any portion of their study if they choose to do so and to protect that information they choose not to share.
- It is important to gather accurate and quality traditional use study data before spending money on a GIS. If the data that is loaded into the GIS is inaccurate or of poor quality, the results will be very disappointing.

One community in Alberta is using a Geographic Information System in a multi-layered fashion, where one layer of mapped information is for general use, while other layers of information have varying degrees of confidentiality assigned to them. In this way, custodians of specific information can maintain ownership and control of that information using a variety of security means without other people having access without permission. The community also has concentrated their resources on customizing the components of their GIS that are of the highest immediate value to them, and deferring other components to a future time when it is more suitable to undertake that particular work.

Maps produced on a GIS can be viewed either through a specialized computer program or printed on paper. If printing is desired, the correct printing equipment will be needed, which can be done either internally or externally. For best viewing, computer maps need as large a computer monitor as possible.



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